



YEAR 1 – Maths & English Overview 2024-25

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Topic	Opposites Attract <i>7 weeks 2 days</i>	Hats of Faith <i>7 weeks</i>	Can We Fix It? <i>6 weeks</i>	Slither, Sprint, Soar <i>6 weeks</i>	Memories <i>5 weeks</i>	Little People Big Dreams <i>7 weeks 3 days</i>
Maths To cover all statutory requirements outlined in the National Curriculum. Number Shape Time Measure	Number and Place Value Shape Time – daily routines and sequencing	Number Addition and Subtraction Measuring – height and length Time - days of the week, weeks, months and years Position and Direction	Number and Place Value Fractions Shape - finding half and quarters of shapes Money Measuring – mass and capacity	Addition and Subtraction Measuring – height and length Shape Time – o'clock and half past	Multiplication and Division Fractions Position and Direction Shape Money	Place Value Multiplication and Division Measuring – mass and capacity Money Time

Maths throughout the year, using a CPA approach and the Teaching for Mastery Maths Programme:

- Form digits accurately: from the right starting point and ensuring they are the right way round ([number formation](#)).
- Order numbers accurately.
- Counting forwards and backwards to 100 and in steps of 2, 5 and 10.
- Number bonds to 20
- Use mathematical language and symbols correctly (number, shape, space and measure).
- Solve problems in a practical context.

See the National Curriculum, our [Whole School Curriculum Content](#) document and our [Calculation Policy](#).

Reading See the National Curriculum and our Whole School Curriculum Content document and reading guidance/resources on our website	Throughout the year: Word Reading (decoding): <ul style="list-style-type: none"> • Apply phonics knowledge to blend sounds and read whole words. • Recognise and read Tricky Words (linked to phonic phase). • Accurately read a book aloud. Re-reading to build fluency. Comprehension (Reading Toolkit approach) <ul style="list-style-type: none"> • Join in with discussions about books, taking turns, listening to others and expressing opinions. • Develop key comprehension skills using our ‘Toolkit’ approach. Reading for Pleasure <ul style="list-style-type: none"> • Daily story time. • Weekly library visits. • Weekly read-ins (with parents/guardians/relatives). 	
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<p>Core Books</p> <p>Fiction Non Fiction Poetry</p>	<p>ABC Factor</p> <p>On the Way Home</p> <p>Oxford Dictionaries</p>	<p>In Every House, on Every Street</p> <p>The Street Beneath My Feet</p> <p>Out and About: A First Book of Poems</p> <p>Hats of Faith (whole school topic)</p>	<p>Ada Twist, Scientist</p> <p>Pumpkin Soup</p> <p>Ada Twist Scientist: The Why Files (Flight)</p> <p>The Skies Above My Eyes</p>	<p>The Snail and the Whale</p> <p>Where The Wild Things Are</p> <p>Oxford Dictionaries</p> <p>Poems to Perform</p>	<p>The Elves and The Shoemaker</p> <p>Hansel and Gretel</p> <p>Stop! That's My Story</p> <p>Nadiya's Bake Me a Story</p> <p>The Sea Beneath My Toes (Seaside)</p>	<p>Ravi's Roar</p> <p>Poems to Perform</p> <p>Little People Big Dreams series (whole school topic)</p>
<p>English</p> <p>To cover all statutory requirements outlined in the National Curriculum.</p> <p>Fiction Non Fiction Poetry</p>	<p>-Story maps (talk for writing)</p> <p>-Alphabetical order</p> <p>-Labels</p>	<p>-Letter writing</p> <p>-Labels, lists and captions</p> <p>-Recounts</p> <p>- Seasonal Poetry</p>	<p>-Story maps (talk for writing)</p> <p>-Recounts</p> <p>Fact writing</p>	<p>-Dictionary work</p> <p>-Instructions (algorithms)</p> <p>-Character descriptions and labels</p> <p>-Poetry (senses)</p>	<p>-Story writing</p> <p>-Descriptive writing</p> <p>-Instructions (recipes)</p> <p>-Diary entries</p>	<p>-Fact Files</p> <p>-Fantasy writing</p> <p>- Rhythm, rhyme and performance</p>
<p>Writing including Spelling, Punctuation and Grammar</p> <p>See the National Curriculum and our Whole School Curriculum Content document</p>	<p>Throughout the year:</p> <ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably. • Form lower case and capital letters correctly – starting points and orientation (letter formation and families). • Leave clear spaces between words. • Applying phonics knowledge to spell words (daily phonics lessons). • Correctly spell Tricky Words (linked to phonic phase) and days of the week correctly. • Apply simple prefix and suffix rules to spell words correctly (e.g –ing, -ed, -er, –er, -est, un–). • Use capital letters at the beginning of a sentence, for 'I' and for names/places. • Use full stops at the end of sentences. Start to use question marks and exclamation marks. • Talk about what they want to write about (planning). • Compose a sentence orally before writing: Think it, Say it, Count it, Write it, Check it. • Write sentences in order (sequencing). • Discuss what they have written with peers/teacher. • Read writing aloud, so it can be heard by others and checking it makes sense. 					

